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ABSTRACT

In order to design a participatory governance structure of the Division of Continuing Education and Community Services at Bristol Community College (BCC), the authors surveyed 85 randomly selected community colleges throughout the country; 14 institutions responded. Only two institutions, both in Colorado, seemed to have exemplary shared-authority structures; both structures represented the entire college, not just the evening division. In addition to this survey, an opinion survey of Division students, faculty, and administration at BCC was conducted. A committee of representatives of these three groups was established to consider possible structures, the Dean of the Division was asked for his opinions, the related literature was reviewed, and the current governance structure was analyzed. As a result of all these inputs, the authors recommended the formation of a new structure, called the All Continuing Education and Community Services Senate. The Senate will be composed of four Division students, four Division faculty, four Division administrators, and two members of the Division classified staff, all of whom will be elected to one-year terms of office. It will meet at least once each month and will make recommendations to the Dean of the Division on matters concerning Division policies and procedures. (DC)

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A PROPOSED PARTICIPATORY GOVERNANCE STRUCTURE FOR THE DIVISION OF CONTINUING EDUCATION AND COMMUNITY SERVICES AT BRISTOL COMMUNITY COLLEGE

BY
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BRISTOL COMMUNITY COLLEGE

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PREFACE

Since 1970, an Evening Student Government at Bristol Community College has been successful. However, the extent of this succes was in social activities. The authors of this practicum have proposed a viable approach to strengthening the Evening Student Government. A participatory governance structure involving students, administration, faculty and classified staff in the major policy areas of the division would be a step in the right direction. Included in this practicum is a proposed participatory governance structure and methods for implementation.

The authors would sincerely like to thank the following individuals who contributed to the success of this study: the Evening Student Government, the Evening Student-Faculty Study Committee, Arapahoe Community College, all community colleges who responded to the national survey and all the respondents to the institutional questionnaire. A special thanks is directed to Dr. Betty Ann Metz, Dean of Continuing Education and Community Services for her input and allowing the authors to study a delicate aspect of College Governance.

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CHAPTER 1

INTRODUCTION

In the Fall Semester of 1970, the Division of Continuing Education at Bristol Community College recognizing the need for sound student advice, established an Evening Student Government. Participation in the Evening Student Government was voluntary. A committee of fifteen evening students organized and established the basic constitution for the newly formed organization (Appendix A). The Evening Student Government concerned itself with a variety of issues, but dealt mostly with student grievances and social functions. Since 1970, the Evening Student Government has been an active organization but largely concerned with promoting social functions for evening students.

Background and Significance

Although the basic premise of student participation in college governance has received national attention, the majority of the literature on all areas of the issue has definitely focused on four-year colleges and universities. The Community College seems to be completely omitted from the discussions.

Across the nation, there seems to be little news about the condition of evening student governments at community colleges and a participatory evening student government doesn't seem to exist. A recent survey conducted by the authors involving 80 Community Colleges in the United States failed to reveal one Evening student Government involved in the

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decision making process.

One thing is certain: evening students are becoming extremely vocal in their demands for a more meaningful role in the decision making of the Divisions of Continuing Education. While many faculty and administrators praise student governments, most evening students at Bristol Community College feel the government lacks substantive meaning or effect.

Another significant aspect developed recently when members of the evening faculty expressed a desire to become involved in student and administrative affairs. The Dean of Continuing Education has always felt that the quality of decision making could be improved by student and faculty participation and that both have a right and even a responsibility to participate in democratic institutions. Therefore, research into the area of student and faculty participation in Continuing Education governance at Bristol Community College became extremely timely and important to the writers.

Statement of the Problem

At the present time, the Evening Student Government enjoys no real authority nor is it integrated within the machinery of institutional governance. The organization is also lacking in the area of faculty participation and consultation. The results of this study have helped to answer the question of: Should the faculty and students in the Division of Continuing Education and Community Services be involved in the decision making processes and to what extent?

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Purpose of the Study

According to Richardson, Blocker and Bender, the entire concept of mutual accountability prevents decision making of a unilateral or arbitrary manner when the interests of more than a single group are involved. "Decision making should be a shared responsibility and the involvement in decision making, in turn, provides the mechanism through which values and attitudes are changed to keep them consistent with organizational purposes."[1]

Therefore, the purpose of this study was to propose for implementation a participational governance structure for the Division of Continuing Education and Community Services with emphasis on student and faculty influences into the major decison making processes. This system would then serve as a catalyst for the day division to develop a college wide participatory governance structure.

Definition of Terms

The following terms have been applicable to this study:

Bristol Community College. A Community College located in Fall River, Massachusetts which is part of a statewide system of fifteen Community Colleges.

Continuing Education and Community Services. A division of Bristol Community College serving that portion of the population that cannot attend college on a full-time basis.

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1. Richard C. Richardson, Jr., et al., Governance For The Two-Year College, Prentice-Hall, 1972, p. 112.

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Participatory Governance Structure. The meaningful involvement of administration, faculty and students in the decision making processes of the Division of Continuing Education and Community Services.

Evening Student Government (ESG). An organization of evening students at Bristol Community College that is basically involved in student grievances and social functions.

Dean of Continuing Education and Community Services. The chief administrative officer responsible for all aspects of the continuing education division.

Limitations of the Study

This study was limited to the Division of Continuing Education and Community Services at Bristol Community College. Only evening students, administrators and faculty were involved in this study. With the exception of Mr. Wiggins, representatives from the day division of the college were not included in the study--this could prove to be a disadvantage at a later date.

Basic Assumptions

It was assumed that the students and faculty participating in the development of a participatory governance structure were deeply concerned and dedicated to the shared authority philosophy.

It was also assumed that neither the students or faculty were involved in the study to simply gain power.

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CHAPTER 2

A REVIEW OF RELATED LITERATURE

"Good governance, whatever its style or participatory dimensions, is that which moves the college to better service for students and community. It lays the base, through board policy formulations, for the right things to happen. Administration then arranges the action in accordance with purpose."[2]

It is the content of the writers that a participatory type governance structure would better serve the evening students at Bristol Community College. The following review of literature and cases are based on the above premise.

The Participational Model

In a participational model of governance, there are three major internal constituencies - administration, faculty and students. Within an institution using this model, administrators, faculty and students are not arranged in a hierarchial order, but rather occupy individual spheres of responsibility and influence. Group participation determines priorities, allocation of resources and the determination of roles.[3]

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2. William G. Shannon, "AACJC Approach - Thoughts on Good Governance," Community and Junior College Journal, American Association of Community and Junior Colleges, Volume 44, Number 2, October, 1973, p. 6.

3. Richard C. Richardson, Jr., et al., Governance For The Two-Year College, Prentice-hall, 1972., p. 110.

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Communication in a participatory structure basically occurs in all directions, depending upon the nature of the task. The focus in such a model is upon problem solving, although the requirements of coordination are not overlooked. The process of problem solving may occur between administrators and faculty, or faculty and students, or administrators and students.[4]

The organizational structure is flexible and can change frequently to coincide with new requirements or community conditions. College objectives are developed jointly, with the result that there is substantial committment to their achievement by all members within the organization.[5]

Within a participational model, decisions are not made in an arbitrary manner if the decision affects more than a single group. The decision making process is a shared responsibility with everyone who is affected by the decision represented in the decision making process. Through a cooperative decision making process, the values and attitudes of all concerned are changed to keep them consistent with organizational purposes.[6]

Leadership in such a structure is multiple and the constant use of committees represents a real commitment to the solution of differences

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4. Ibid, p. 112.

5. Ibid, p. 112.

6. Ibid, p. 112.

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of opinion through compromise. Administrators in a participatory structure, through leadership behavior, seek to encourage high performance goals and the satisfaccion of higher-level human needs. "Great care is taken to ensure that communication is maintained at a sufficiently high level so that those who need to be involved in a decision making-process have the information required for maximum contribution."[7] In any event, individual growth is a definite aspect of a participatory governance structure.

Characteristics of a Participatory Model

According to Morris Keeton in his publication entitled "Shared Authority on Campus", the concept of shared authority (participatory governance) depends upon the following characteristics:[8]

1. Campus structure should reflect a genuine desire to share power among the various constituencies.
2. The structure must provide each constituency with the opportunity to pursue its legitimate interests within a cooperative framework, while at the same time minimizing the possibility that the special interests of a specific group will exercise a controlling influence within the decision making process.

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7. Ibid, p. 112.

8. Morris Keeton, Shared Authority on Campus, Association for Higher Education, 1971., pp. 36-37.

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3. Each constituency must have the opportunity of influencing action at each level where decisions are made affecting their interests.
4. Constituents of a multi-instutional system must be provided with appropriate procedures to influence decisions at the system level as well as in their local unit.
5. Procedures must exist to resolve differences of opinion among constituencies without creating the necessity for coercion or conflict.
6. The structure of governance must be flexible in order to accomodate rapidly changing conditions.

Strengths and Weaknesses

The strengths of the participatory (Shared Authority) model rests with the values they promote. Other strengths include the flexibility in dealing with the need for change and the ability to motivate members to function at higher levels of commitment.[9]

Weaknesses of participatory models include the tendency for some organizations to develop behaviors designed to satisfy staff as opposed to behaviors associated with goal achievement where the two are in conflict. Also, the shared authority models are not effective in dealing with serious conflict because they assume that participants will

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9. Louis W. Bender and Richard C. Richardson, Jr., College Governance, Nova University, 1974., p. 40.

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behave in rational ways when confronted with obstacles to the achievement of strongly held goals.[10]

Three Successful Participational Governance Structures

Tallahassee Community College (Florida). According to Laurence L. Benson in his publication entitled "An Experiment in Participatory Student Government", Tallahassee Community College can serve as an example of how a student government failed and was successfully resurrected. Failure symptoms, according to Benson, included: (a) no real authority for student government; (b) indifferent student body; (c) ad-hoc student groups that bypassed their government; (d) real issues skirted while attention was given to procedural matters and (e) a lack of mechanism to replace officers who resigned. To regain the confidence of the entire college, a new student government constitution had to be ratified by a majority of students, administration and faculty. This new constitution gave the student government participatory powers with the ability to share in the decision making process. The newly formed organization had the following powers:

1. Allocate and approve student activities budget
2. Work in conjunction with the inter-organization council
3. Appoint student representatives to the college senate committees
4. Act as liaison between students, faculty and administration

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10. Ibid, p. 41.

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5. Make proposals and recommendations to appropriate authorities
6. Act as an Appeal Board for Student conduct and discipline cases with the Dean of Student Affairs serving as chairman.

The above powers and participatory implications made the student government at Tallahassee Community College extremely effective and operative.

Brookdale Community College (New Jersey). According to Ronald Kudile and Elinor Mutler in an article entitled "Shared Governance-Hard Work But Worth It", Dr. Ervin L. Harlacher, President of Brookdale Community College in 1973 appointed a task force to develop a shared governance system. His concern was that students should have a voice in their own education. The initial task force involved representatives of students, faculty, administration and a member of the board of trustees. The following principles emerged from the research:[11]

1. The system should be representative of all major college constituencies, including not only the students, administrators and faculty, but also the non-academic staff, the secretaries, groundskeepers and paraprofessionals.
2. The establishment of shared governance would not turn the college into a miniature democracy.
3. The existing powers of the student government would be left

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11. Ronald Kudele and Elinor Mutler, "Shared Governance: Hard Work But Worth It", Community and Junior College Journal, American Association of Community and Junior Colleges, Volume 44, Number 2, October 1973, p. 19.

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intact, including its power to allocate student activities funds among approved college organizations.

4. Matters subject to negotiations between the college - as employer - and the staff - as employees - would be excluded from the legislative decision making power.
5. The structure of the governance system would be consistent with and even enhance the colleges' approach to learning.

Brookdale Community College implemented a participatory system based upon the above principles. The following summarizes the atmosphere at the college: "That its governance system is imperfect, no one at Brookdale will deny. It is in many ways a pioneering effort, for few if any other colleges have attempted to give such significant powers to so broadly representative a governance structure. However, most members of the college believe that it is sound in theory and that it is important enough to warrant the investment of time and effort which will be required to make it even more effective."[12]

Northampton County Area Community College (Pennsylvania).

The basic belief at Northampton concerning participatory governance is that decisions which affect the college should evolve from joint participation by faculty students and administration if such decisions are to achieve positive and lasting results. Their system of governance requires the student and faculty point of view on all issues to be presented to the board.

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12. Ibid, p. 20.

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Recognizing the need for a decision-making system which requires joint participation, Northampton established a faculty senate composed of all members of the professional staff including faculty and administration. To this date, the system has been extremely successful and faculty members have been the initiators of most of the changes in the system.

Summary

To sum up the feelings of those involved in a participatory structure, the authors of this practicum have chosen the following quote from an article written by Mary Nelson entitled "The Moraine Mix":[13]

> "One member of the campus safety patrol summed it up in a recent conversation: I'm a true member of 'the staff' at Moraine Valley - not a sideline employee watching the institution develop, but a part of the process. The experience has given me an opportunity to see how each employee can contribute more than just a day's work to his job. What's more, the returns are greater than money. Whatever the future holds, I know I am a part of this college."

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13. Mary Nelson, "The Moraine Mix", Community and Junior College Journal, American Association of Community and Junior Colleges, Volume 44, Number 2, October, 1973, p. 23.

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CHAPTER 3

TOWARD A PARTICIPATORY STRUCTURE WITH ADMINISTRATIVE, FACULTY AND STUDENT INPUT

This chapter is an attempt by the authors to obtain as much information, help and honest "input" as possible toward establishing a participatory structure. The chapter is divided into four sections: a national survey, the results of a faculty student and administrative questionnaire, the recommendations of the Evening Student-Faculty Board study committee and comments by Dr. Betty Ann Metz, Dean of Continuing Education and Community Services.

A National Survey

It was determined from the publication entitled "Report of Credit Given by Educational Institutions" that there were 387 community colleges in existence as of 1972. The name of each community college was written on a small piece of paper and placed in a box. The authors drew the names of 85 community colleges to represent 22% of the total population. A letter was devised (Appendix B) and sent to the chosen community colleges.

The Results. The results of this survey were quite discouraging. Only 14 community colleges responded (Appendix C) for a response percentage of 4%. The only two respondents that seem to have an excellent shared authority structure are Arapahoe Community College of Littleton, Colorado and El Paso Community College of Colorado Springs, Colorado. However, both structures represent the entire college, not

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just the Division of Continuing Education and Community Services. In developing a proposed structure in Chapter 4, the authors have used much of the information provided by Dean Robert Peterson of Arapahoe Community College.

Shared Governance Questionaire

Another procedure used in developing a proposal for a participatory governance structure was to obtain opinions from evening students, evening faculty and Continuing Education administrators concerning participatory governance thru the use of a questionnaire. Questionnaires were sent to all fifteen of the Evening Student Government representatives, a random sample of forty of the 100 evening faculty members and six of the eight Division of Continuing Education administrators including Dr. Metz, the Dean of Continuing Education and President Hudnall. Twelve of the evening student government representatives, twenty seven of the faculty members and all six of the administrators responded. Overall 74% of the total population surveyed responded. Following is a copy of the questionnaire and a discussion of the information gathered from the questionnaires.

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BRISTOL COMMUNITY COLLEGE
DIVISION OF CONTINUING EDUCATION
FALL RIVER, MASSACHUSETTS

Questionnaire Concerning Shared Governance for the Division of Continuing Education at Bristol Community College

This questionnaire is designed to obtain your honest opinion concerning a participatory (shared authority) governance mechanism for the Division of Continuing Education and Community Services. By participatory (Shared) governance, we mean the meanirgful involvement of all estates (administration, faculty and students) in the decision making processes of the Division of Continuing Education and Community Services. The results of this survey will be used to design and implement such a mechanism for the Spring Semester.

Please complete the following questions:

1. Should there exist a mechanism by which the students and faculty can be involved in the governing processes of the Division of Continuing Education?

   YES ☐ NO ☐

2. Which of the following groups should be involved in this governancy structure?

   ____ faculty
   ____ students
   ____ alumni
   ____ administration

3. In each of the following areas, please indicate by a check if the faculty, students or both should be involved:

ISSUE	FACULTY	STUDENTS	BOTH
a. Faculty Selection			
b. Curriculum			
c. Faculty Evaluation			
d. Student Grievances			
e. Student Activities			
f. Class size			
g. Class meeting time			
h. Tuition			
i. Cut policy			
j. Evening Newspaper			
k. Grading policies			
l. Admissions			
m. Degree Requirements			
n. Other			
_____			
_____			

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4. Should participation in a governance structure be evenly divided between faculty, students and the administration?

YES ☐ NO ☐

If your answer is no, please indicate how representation of faculty and students be divided.

_____

_____

5. How many participants should there be on this governance body? Please circle one:

5 10 15 20 25

6. For what period of time should a participant be involved in the governance body?

_____ 1 Semester _____ 1 Year

_____ 2 Years

7. How should the participants of this governance body be selected?

___ a. elected by students and faculty
___ b. students elected by students
___ c. faculty elected by faculty
___ d. faculty and students appointed by administration
___ e. students elected by students and faculty appointed by administration

8. Should there be committees within the governing structure?

YES ☐ NO ☐

9. In which of the following areas should there be committees:

___ a. curriculum
___ b. instruction
___ c. academic standards
___ d. student affairs
___ e. cultural affairs

Upon completion, please return this questionnaire to:

Professor E. Foster Wiggins
Chairperson, Mathematics Department
Bristol Community College

Thank you for your cooperation.

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TABLE I

Should There Exist a Mechanism by Which the Students and Faculty Can be Involved in the Governance Processes of the Division of Continuing Education?

RESPONSE	CONSTITUENCIES		
	STUDENTS	FACULTY	ADMINISTRATION
YES	12	27	6
NO	0	0	0

As can be clearly seen in Table I 100% of all those who responded to the survey believe that a mechanism should exist by which the students and faculty can be involved in the governance processes of the Division of Continuing Education.

TABLE II

Which of the Following Groups Should be Involved in this Governance Structure?

ESTATES	CONSTITUENCIES RESPONSES		
	FACULTY	STUDENTS	ADMINISTRATION
FACULTY	27	12	6
STUDENTS	26	12	6
ALUMNI	10	0	4
ADMINISTRATION	26	11	6

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From Table II it can be seen that almost 100% of the faculty members, students and administrators thought that all the estates except the alumni should be involved in the governance structure. But only 37% of the faculty, four of the administrators and none of the students thought that alumni should be involved.

TABLE III

In which of the Following Areas Should the Faculty, Students, or Both be Involved?

AREAS	FACULTY RESPONSE			STUDENT RESPONSE			ADMINISTRATORS RESPONSE		
	FAC.	ST.	BOTH	FAC.	ST.	BOTH	FAC.	ST.	BOTH
FACULTY SEL.	15	Ø	10	8	Ø	4	3	-	2
CURRICULUM	6	Ø	20	-	1	11	-	-	5
FAC. EVALUATION	1	3	19	1	1	7	-	-	6
STUDENT GRIEV.	1	6	19	1	-	11	-	1	5
STUDENT ACT.	Ø	13	14	-	9	3	-	2	4
CLASS SIZE	12	Ø	14	1	-	11	-	-	6
CLASS MTG.TIME	5	4	16	1	-	11	-	-	5
TUITION	3	5	13	-	4	6	-	-	5
CUT POLICY	8	Ø	18	-	4	8	-	-	6
EVE. NEWSPAPER	Ø	11	15	1	8	3	-	2	4
GRADING POLICIES	14	Ø	11	-	-	12	1	-	5
ADMISSIONS	8	1	17	1	-	10	1	-	3
DEGREE REQUIR.	12	0	13	-	-	8	-	-	4

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According to the responses to question 3, the faculty, students and administrators surveyed thought that both the faculty and students should be involved in most areas. The only areas where the majority of the responding groups thought that only the faculty should be involved was in faculty selection. In no areas did the majority of the faculty and administration respondents think that only the students should be involved. Seventy five percent of the student respondents felt that only they should be involved in the student activities and the evening newspaper.

TABLE IV

Should Participation in a Governance Structure be Evenly Divided Between Faculty, Students and the Administration?

RESPONSES	CONSTITUENCIES		
	STUDENTS	FACULTY	ADMINISTRATION
YES	4	11	2
NO	8	16	4

The majority of those surveyed did not think that the faculty, administrators and students should be equally represented in the governance structure. On page 23 is listed some of the comments from those surveyed on how the representation should be divided. From these comments there appears to be no consensus on how the representation should be divided.

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TABLE V

How Many Participants Should There be on this Governance Body?

RESPONSE	NUMBER OF PARTICIPANTS				
	5	10	15	20	25
FACULTY	2	8	2	4	-
STUDENTS	-	-	11	-	1
ADMINISTRATORS	-	1	3	1	1

Although there was a diversity of opinion on the number of participants that should be involved in the governance body, the responses do appear to indicate that the greatest number of those surveyed thought that there should be between 10 and 15 participants.

TABLE VI

For What Period of Time Should a Participant be Involved in the Governance Body?

CONSTITUENCIES	PERIOD OF TIME		
	1 SEMESTER	1 YEAR	2 YEARS
STUDENT	1	9	2
FACULTY	1	19	6
ADMINISTRATION	0	3	3

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Almost 75% of both the faculty and students who responded thought that the term of a person involved in this governance structure should be one year. The administrators who responded were evenly split three to three between one year and two years.

TABLE VII

How Should the Participants in the Governance Body be Selected?

METHOD OF SELECTION	CONSTITUENCIES		
	STUDENTS	FACULTY	ADMINISTRATION
ELECTED BY STUDENT AND FACULTY	-	8	1
STUDENTS ELECTED BY STUDENTS	5	11	4
FACULTY ELECTED BY FACULTY	5	11	4
STUDENTS ELECTED BY STUDENTS AND FACULTY FACULTY APPOINTED BY ADMINISTRATION	7	8	1

There was no clear concensus among the faculty on how the participants should be selected. Thirty percent thought that students and faculty participants should be elected by both the students and faculty. Another thirty percent of the faculty thought that the students should be elected by the students and the faculty appointed by the administra-

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tion. The greatest percentage of the faculty surveyed, 41%, thought that the students should be elected by the students and the faculty elected by the faculty. Four of the six administrators surveyed thought that the student participants should be elected by the students and the faculty elected by the faculty. Fifty nine percent of the student respondents thought that the students should be elected by students and faculty appointed by the administration. From this discussion it can be seen that the only consensus among the faculty, students and administrators is that the students should be elected by the students.

TABEL VIII

Should There be Committees Within the Governance Structure?

RESPONSES	CONSTITUENCIES		
	STUDENTS	FACULTY	ADMINISTRATION
YES	10	19	5
NO	2	6	1

Ninety-two percent, seventy seven percent and eighty percent of the students, faculty and administrators surveyed respectively thought that committees should be established as part of the governance structure.

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TABLE IX

In Which of the Following Areas Should there be Committees?

AREAS	CONSTITUENCIES		
	STUDENTS	FACULTY	ADMINISTRATION
CURRICULUM	8	20	5
INSTRUCTION	8	10	5
ACADEMIC AFFAIRS	5	14	5
STUDENT AFFAIRS	10	20	5
CULTURAL AFFAIRS	9	14	5

Five of the six administrators surveyed think that there should be committees in the five areas listed in Table IX.

The greatest percentage of the faculty, 74%, thought that there should be committees in the curriculum and the student affairs areas. In the other areas there was less than a 52% response in the affirmative by the faculty. The majority of the students thought that committees should be established in all the areas except the academic affairs area.

The following comments were taken directly from the completed questionnaire:

Specific Comments Concerning How Representation of the Faculty and Students should be divided.

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- more students than faculty because it is their education we're dealing with
- should be 7 faculty, 7 students, and 1 administrator
- students should have a voice only
- faculty and students should have equal representation, administration the least representation
- the administration is most knowledgeable about their problems. They should have the leading role with advice and consent of the faculty and students.
- students most, faculty next, administration least
- 7 students, 7 faculty, and 1 administrator and students 10%
- 2 to 1 ratio of faculty to students
- 80% faculty and 20% students
- faculty 50%, students 25%, administration 25%
- administration 4 members, faculty 3 members, and students 3 members
- 40% faculty, 40% students, 20% administration
- 5 faculty, 9 students, 1 administrator
- two to one in favor of students and 1 administrator

In which of the following areas should there be committees?

- 4 committees in the areas of curriculum, instruction and academic standards, student affairs and cultural affairs. Each committee should consist of 2 faculty members, 2 students and 1 administrator.

How should the participants of this Governance Body be Selected?

- Nominations of faculty participants should be made by the students.

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Evening Student-Faculty Board Study Committee

A committee consisting of students from the Evening Student Government, Evening Division Faculty and Division of Continuing Education administrators was appointed by the Assistant Dean of Continuing Education Armand Desmarais to study the formation of a governance structure for the Division of Continuing Education. This committee has met to date seven times. The members of this committee have been very enthusiastic over the possibility of the formation of a Continuing Education Governance mechanism.

Since the concept of governance and in particular participatory governance was new to most of the committee members, a number of meetings were spent discussing the concept of participartory governance without any concrete recommendations being made. The last five meetings were very productive and the recommendations concerning the proposed Evening Student-Faculty board are listed below (Appendix D) includes the minutes of the meetings.

1. The Board would consist of 15 members, 9 of these members would be evening students, 5 would be evening faculty members and 1 administrator from the Division of Continuing Education. Members would serve on the Board for a term of one year.
2. No alumni would be included as members of the Board initially. At a later time alumni may be invited to participate.
3. Two co-chairman elected by the Board would lead the Board, one from the faculty members and one from the student members. These co-chairman would alternate presiding at the Board

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meetings and would jointly be responsible for the duties of the office.

4. Four committees would be established from within the Board. Each committee would have three members including at least one faculty member and one student member.

   These committees are:

   a. Student Affairs Committee

   b. Curriculum and Instruction Committee

   c. Cultural Affairs Committee

   d. Administrative Affairs Committee

   The purpose of these committees would be to research and study problems presented to the Board and ultimately recommend to the Board solutions to the problems.

5. Once a committee has made a recommendation to the Board this recommendation would be acted upon by the entire Board and sent to the Assistant Dean of Continuing Education.

6. The Board will meet at least once each month during the academic year, with the first monthly meeting held in September.

Comments by Dr. Betty Ann Metz, Dean of Continuing Education and Community Services

Besides responding to the questionnaire Dean Metz, made the following comments concerning shared governance for the Division of Continuing Education:

1. "As a start, I envision an advisory board of students and faculty meeting once every one or two months with at least

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four administrators. There is an educative process for all three groups which will take at least a year.

2. Initially no committees.
3. The faculty members on the board should be appointed by the divisional chairman of the college with the approval of the administration of the Division of Continuing Education. Although Continuing Education is separate fiscally from the day college, it must not become its own academic empire because in the long run students will be hurt by accusations of a substandard evening and summer session. The curriclum and degree requirements of the evening and summer sessions should be closely linked to the day college. Also the cut policy should adhere as closely as possible to the day college.
4. Admissions should remain as open as possible. Generally in Continuing Education, the first course is screening enough. I'm willing to listen but simply would not approve a selective admissions process.
5. Both the faculty and students should voice their opinions with regards to tuition, class meeting time, and class size but the final decision must come from the administration.
6. Both student activities and the evening newspaper should be controlled by the students but faculty and administrators should participate.
7. A three-way committee composed of students, faculty members

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and administrators should be considered for handling student grievances."

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CHAPTER 4

WHAT IS vs WHAT COULD BE

This chapter deals with a discussion of the present administrative structure within the Continuing Education division and what the authors feel is an initial participatory governance structure that could be implemented.

The Present Structure - What Is

The present structure within the Division of Continuing Education and Community Services is lacking in the area of student, faculty and staff involvement. The evening student government is buried within the structure and does not participate in any major decision making process. However, the student government is active in social events and meets weekly to discuss various and sundry items. The Evening Student Government at Bristol Community College is one of two evening governments that is organized and working within the entire community college system (15 Community Colleges) of the State of Massachusetts. Therefore, the motivation and desire to participate is present within the ESG. Figure 1 describes the present structure of the Division of Continuing Education and Community Services.

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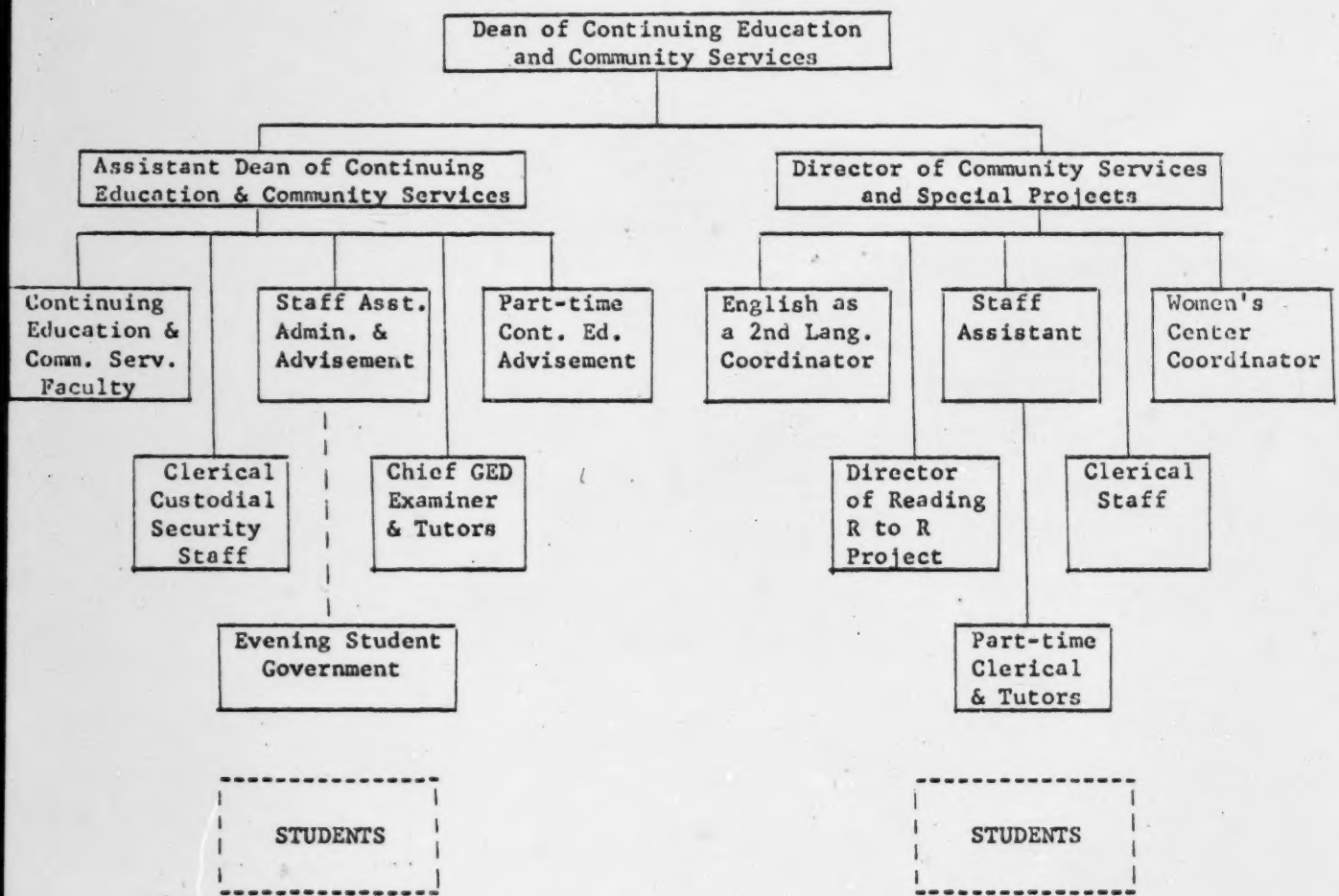
FIGURE 1

THE PRESENT DIVISION OF CONTINUING EDUCATION
AND COMMUNITY SERVICES ADMINISTRATIVE STRUCTURE


Dean of Continuing Education and Community Services
Assistant Dean of Continuing Education & Community Services
Director of Community Services and Special Projects
Continuing Education & Comm. Serv. Faculty
Staff Asst. Admin. & Advisement
Part-time Cont. Ed. Advisement
English as a 2nd Lang. Coordinator
Staff Assistant
Women's Center Coordinator
Clerical Custodial Security Staff
Chief GED Examiner & Tutors
Director of Reading R to R Project
Clerical Staff
Evening Student Government
Part-time Clerical & Tutors
STUDENTS
STUDENTS

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The Proposed Structure - What Could Be

The proposed structure was developed from the following sources: the Evening Student/Faculty Board study group recommendations to the Assistant Dean (See Appendix E), Arapahoe Community College's Shared Authority Governance Structure, the results of the questionnarie, and from various readings in textbooks and journals. Prior to developing the final proposal, the authors felt that the name of the participatory committee should be changed from Evening Student-Faculty Board to the All Continuing Education and Community Services Senate. The new name indicates that involvement will come from all groups, not just the evening students and faculty.

In presenting the proposed plan, the authors have had to deviate from the conventional format in order to include the plan in the text. The plan is by no means comprehensive but will serve as a start toward a goal.

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BRISTOL COMMUNITY COLLEGE
DIVISION OF CONTINUING EDUCATION AND COMMUNITY SERVICES
FALL RIVER, MASSACHUSETTS

ALL CONTINUING EDUCATION AND COMMUNITY SERVICES SENATE

I. FUNCTIONS

A. PURPOSE:

The All Continuing Education and Community Services Senate is an organization comprised of administrators, faculty, credit and non credit students and classified staff. It is organized to make sound input and recommendations concerning policies and procedures of the Division of Continuing Education and Community Services.

B. OBJECTIVES: This senate shall:

1. Discuss and consider suggestions, grievances, and policies that are brought before it by members of the evening college community.
2. Form various committees for the purpose of researching in detail the various items that have been proposed.
3. Act upon recommendations of the committees and submit these recommendations to the Dean of Continuing Education and Community Services.

II. MEMBERSHIP

A. REPRESENTATION:

1. The All Continuing Education and Community Services Senate

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shall consist of four representatives from each of the following three constituencies (Administration, faculty, students) and two representatives from the classified staff. These constituencies are defined as follows:

Administration: includes the Assistant Deans, Directors, Assistant Directors, Analysts and Coordinators within the Division.

Faculty: includes credit and non-credit instructors, counselors and librarians.

Students: includes any student registered in either credit or non credit community interest programs of the college excluding any of the above.

Classified Staff: includes any employee of the classified staff within the Division. (Clerical, custodial and security)

B. SELECTION:

1. The representatives of each constituency shall be selected through democratic election or as otherwise noted:
   a. The Dean of Continuing Education and Community Services, at her descretion, may select the representatives of the administration.
   b. The Evening faculty shall select it's representatives.
   c. The Evening students (credit and non credit) shall select it's representatives.

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d. The personnel officer shall call a meeting of all classified employees within the division for the purpose of selecting their representatives.

C. TERM OF OFFICE:

Members will serve on the senate a term of one year commencing June 1st and ending May 31st.

III. SELECTION OF OFFICERS:

The Chairperson, Vice-chairperson and Secretary shall be elected from within the senate by a simple majority.

IV. MEETINGS:

A. The Senate will meet at least once each month during the academic year. The first monthly meeting will be held in August.

B. Special meetings may be called at the discretion of the Chairperson.

C. A quorum shall consist of eight members.

D. The senate and its committees will operate under Roberts Rules of Order at all meetings.

V. COMMITTEES:

The following committees will research items and recommend to the senate:

1. The Student Affairs Committee: areas of responsibility include: student grievances, financial aid and all student affairs and activities.

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2. The Curriculum and Instruction Committee: areas of responsibility include: curriculum addition, revision or deletion, class size, attendance policies and suggestions for evaluation of curriculum and faculty.
3. The Cultural Affairs Committee: areas of responsibility include: lectures, special events and any services to the community.
4. The Administrative Affairs Committee: areas of responsibility include: admissions, college calendar, structure, funding, physical facilities, by-laws and suggestions for evaluation of administrators.

VI. COMMUNICATIONS:

1. Every action of the senate shall be communicated to the Dean of Continuing Education and Community Services via the senate minutes.
2. The Dean may address the senate upon request.
3. The Dean may exercise the right to disapprove any senate recommendation. Such disapproval shall be communicated to the senate within 30 days after the senate action. If a recommendation is disapproved, a 2/3 vote of the senate will send the recommendation to the President of the College for a final decision.

VII. REVISION:

This section authorizes the senate to revise, add or delete any section, except #6, as it deems necessary. A simple majority vote will be sufficient to change the charter.

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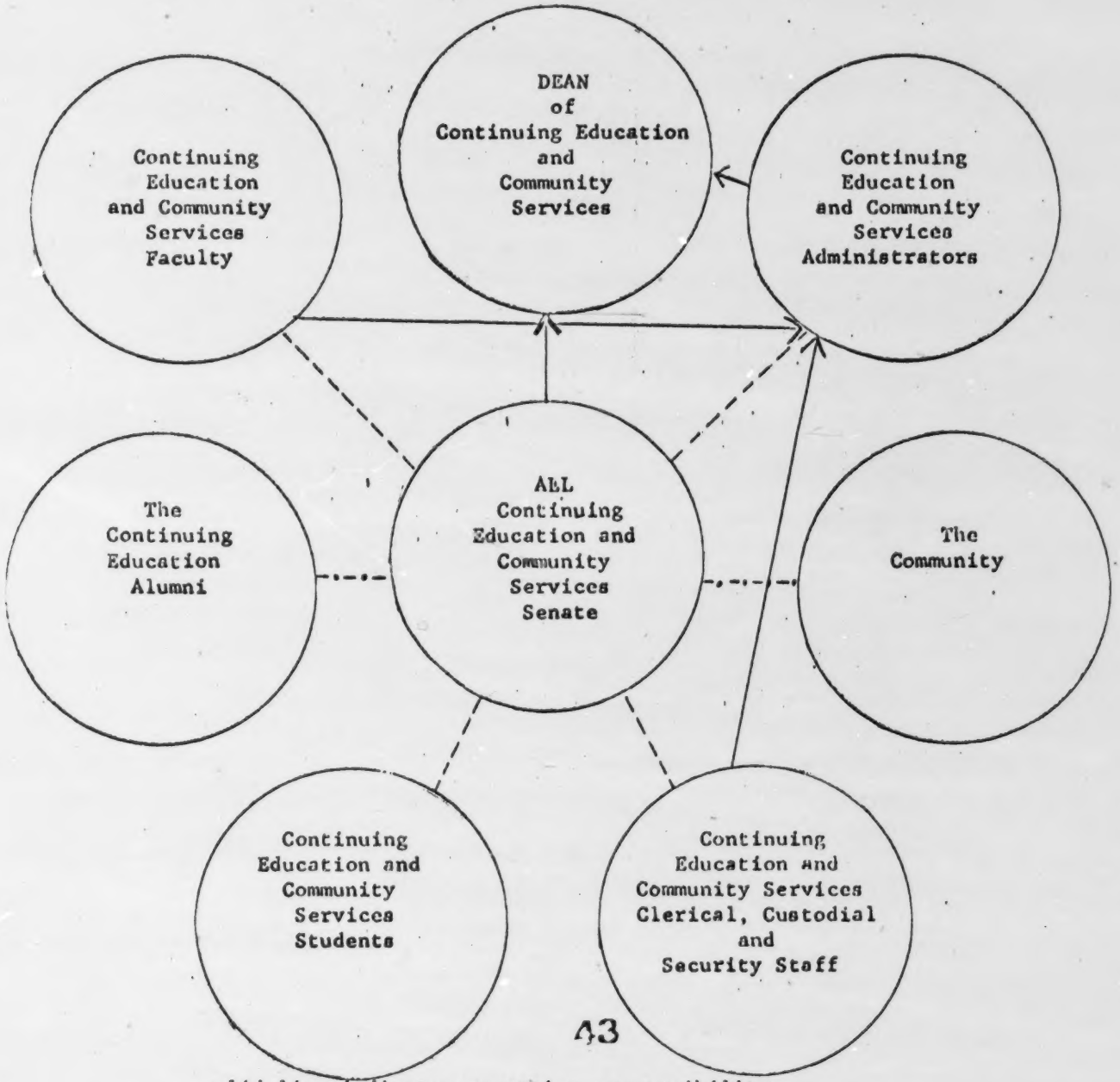
The following figures, in chart form, describe how the proposed plan will function within the organization:

FIGURE 2

The Proposed Participatory Governance Structure
for the Division of Continuing Education
and Community Services



_____ solid line indicates reporting responsibility
------- doted line indicates communication, coordination in-put and voting rights
-.-.-.- dash dot line indicates input but no voting rights

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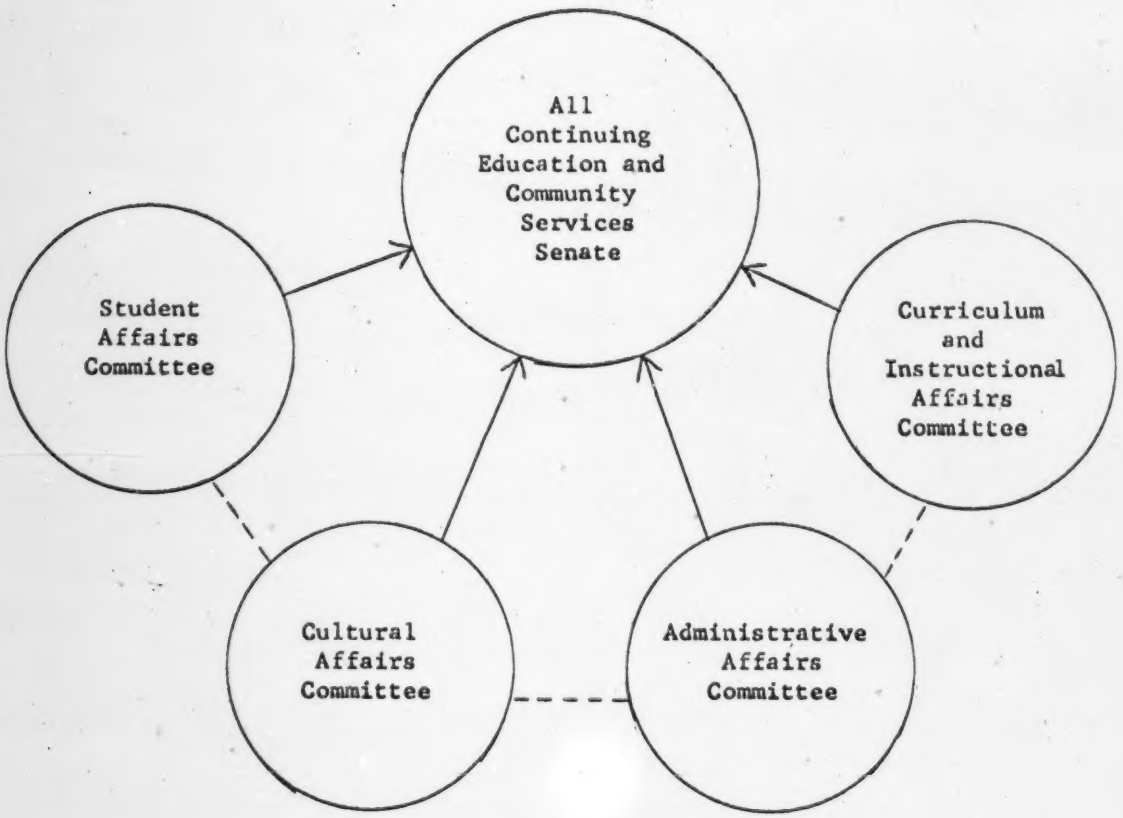
FIGURE 3

The Committee Structure of the All Continuing Education and Community Services Senate


All Continuing Education and Community Services Senate
Student Affairs Committee
Curriculum and Instructional Affairs Committee
Cultural Affairs Committee
Administrative Affairs Committee

_____ solid line indicates reporting responsibility

------- doted line indicates communication, coordination in-put and voting rights

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Differences. The authors have deviated in several areas from the recommendations made by the Evening Student-Faculty Board Study Committee. Following are the differences along with the authors reasons for these changes:

1. The study committee recommended that all recommendations be sent to the Assistant Dean. The authors felt that the recommendations should be sent directly to the Dean to avoid unnecessary layers of decision making in the beaurocratic structure.
2. The study committee recommended that the composition of the senate consist of a maximum of nine students, five faculty members and one administrator. The authors included in the proposed structure equal representation from the constituencies and included another constituency--the classified personnel.
3. The study committee recommended that there be two co-chairmen leading the senate. The authors felt it should be under the leadership of one chairperson.

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CHAPTER 5

RECOMMENDATIONS FOR IMPLEMENTATION

The proposed participatory structure presented in this practicum is by no means conclusive; it is to be used as a guide and should be revised as the participatory mechanism develops.

It is recommended that the implementation of the proposed structure be accomplished in the following manner:

1. The recommendations and proposed structure included in this practicum be reviewed by the Dean of Continuing Education and Community Services by February 15, 1975.
2. The Dean of Continuing Education and Community Services should discuss the contents of this practicum with the authors by February 20, 1975 for possible revision.
3. The revised recommendations should be sent to the President of the College by March 1, 1975.
4. By April 1, 1975, the President should review and discuss the contents of this practicum and its revision, with the Dean of Continuing Education and Community Services and its authors.
5. The proposed partic patory governance structure for the Division of Continuing Education and Community Services be implemented by April 15, 1975.
6. The selection of all constituencies should be made by May 15, 1975.

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7. The first meeting of the All Continuing Education and Community Services Senate should be held no later than May 23, 1975.

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INDIVIDUAL SUMMARY SHEET

Armand Desmarais

The development of this practicum has given me tremendous insight into an exciting alternative form of governance structure--a participatory structure. As an experienced college administrator, it has always been my contention that an administrator should obtain input prior to making a decision. Research into a participatory structure and actually developing a model for implementation has helped me in day-to-day decision making. I honestly believe that such a structure would not lower the efficiency of decision making but would give the Division of Continuing Education and Community Services an added dimension in the overall decision making processes.

My contributions to this practicum were:

1. Researched and discussed the present administrative structure.
2. Researched the applicable literature involved in setting up a participatory governance structure.
3. Conducted a national survey of Community Colleges with the purpose of obtaining information of those who are actually involved in a participatory structure.
4. Shared in the development of a proposed participatory structure and the recommended procedural methods for implementation.

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INDIVIDUAL SUMMARY SHEET

E. FOSTER WIGGINS

By participating in the development of this practicum, I have become more aware of the meaning of participatory governance,not only as it applies to the Division of Continuing Education, but also in my role of Mathematics Department Chairman. My participation in the Evening Student-Faculty Board Study Committee and the survey of the students, faculty and administrators has helped me to understand and appreciate more the opinions of the different college constituencies.

This practicum has not only been instrumental in causing me to become more involved in the governance of the Division of Continuing Education,but also it has helped me to more effectively involve my own department members in the day to day operation of the mathematics department.

My contributions to this practicum were:

1. Devised the questionnaire and conducted the survey of administrators, faculty and students concerning participatory governance.
2. Attended weekly meetings of the Evening Student-Faculty Board Study Committee to gain input from the students and faculty concerning a participatory governance structure.
3. Shared in the development of a proposed participatory structure and recommended procedural methods for implementation.

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Nelson, Mary, "The Moraine Mix", Community and Junior College Journal, Volume 44, Number 2, October, 1973.

APPENDIX A

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BRISTOL COMMUNITY COLLEGE EVENING STUDENT GOVERNMENT

CONSTITUTION

ARTICLE I - Name

This organization shall be known as the Evening Student Government of Bristol Community College, hereinafter referred to as the E.S.G.

ARTICLE II - Purpose

Section 1 - To serve as a representative, organized group for the expression of opinion of the Evening School Students who are registered for undergraduate courses.

Section 2 - To organize, promote, and regulate extra-curricular activities for the benefit of the student body.

Section 3 - To assist the college in meeting the educational needs of the evening student body.

Section 4 - To act as an agent in bringing students problems and suggestions to the Dean of Continuing Education. Recommendations shall be made only after careful investigation and consideration by the E.S.G.

Section 5 - To assist in the creation of a strong spirit of identity among the evening students, faculty and the administration.

Section 6 - To establish communication with the Day Student Senate.

ARTICLE III - Membership

Membership shall be open to students in the Evening School at Bristol Community College registered for two or more undergraduate courses and must have a 2.00 cumulative average.

ARTICLE IV - Administration

Section 1 - The E.S.G. shall be administered by an Executive Committee consisting of these members: President, Vice-President, and Secretary. These officers shall be members of the E.S.G. and shall be elected by the membership of the E.S.G.

Section 2 - The Dean of Continuing Education shall appoint a member of her staff to serve as faculty advisor to the Governmental body. This advisor shall have no voting power.

ARTICLE V - Elections

Section 1 - Elections of representatives shall take place during the month of May each year with exception of the initial appointments of the charter members. (This section is incomplete and is to be amended by the body during this academic year.)

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ARTICLE VI - Tenure of Office

Section 1 - Elected officers shall take office at the first meeting in the Fall Semester after their election and hold office until their successors have been duly elected and qualify, provided that they remain as regularly enrolled undergraduate students.

Section 2 - Elected members are deemed responsible for a two-semester term of office, commensurate with the Fall Semester.

ARTICLE VII - Duties of Office

Section 1 - The president shall preside at all meetings of the E.S.G., represent the E.S.G. at all official functions and perform the duties of the office of President as provided for in Roberts Rules of Order.

Section 2 - The Vice-President shall perform the duties of the President in the event of his/her absence.

Section 3 - The secretary shall record the minutes of each meeting of the E.S.G., handle all correspondence and perform the duties of the office.

ARTICLE VIII - Meetings

Section 1 - The E.S.G. shall meet twice a month at a time agreed upon by the membership.

Section 2 - A quorum shall consist of a simple majority of the Governmental body.

ARTICLE IX - Amendments

Amendments to the constitution and the by-laws shall become effective when approved by a majority of the E.S.G.

Signed and attested by:

APPENDIX B

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The Commonwealth of Massachusetts
Bristol Community College
Fall River 02720
Telephone: 678 2811

DIVISION OF CONTINUING EDUCATION

October 30, 1974

Dean of Continuing Education

Dear Dean:

Bristol Community College is presently researching the possibility of designing and implementing a participatory (shared authority) governance structure for its Division of Continuing Education and Community Services. We are very anxious to seek out all pertinent information relating to participatory governance in which students and faculty are involved in the major decision making processes of the Division.

If you have a participatory (shared authority) structure within your division, would you please send along any related literature that you would be willing to share with us.

I look forward to hearing from you and thank you for your cooperation.

Very truly yours,

Armand Desmarais
Assistant Dean of Continuing Education
and Community Services

AD/mo

APPENDIX C

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Arapahoe
Community College

5900 South Santa Fe Drive
Littleton Colorado 80120
303/794 1550

November 5, 1974

Armand Desmarais
Assistant Dean of Continuing Education
Bristol Community College
Fall River, Massachusetts 02720

Dear Mr. Desmarais:

In response to your letter of October 30 regarding Shared Governance structure, please find enclosed our most recent policy.

Hope this is of some assistance to you.
I remain,

Sincerely yours,

Bob Peterson

Robert A. Peterson
Dean of Community Services

RAP:pf

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EL PASO COMMUNITY COLLEGE
2200 BOTT AVENUE • COLORADO SPRINGS, COLORADO 80904 • PH. (303) 471-7546

November 7, 1974

The Commonwealth of Massachusetts
Bristol Community College
Fall River, Massachusetts 02720

Attention: Armand Desmarais

Dear Mr. Desmarais:

Enclosed you will find a copy of El Paso Community College's Shared Governance Assembly Policy. I feel confident that these policies will help you.

Sincerely,

Frederick R. Struthers, Ph.D.
Dean of Instructional Services

FRS:nas

Enclosures

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TIDEWATER COMMUNITY COLLEGE PORTSMOUTH, VIRGINIA 23703
FREDERICK CAMPUS 484-2121

November 7, 1974

Mr. Armand Desmarais
Assistant Dean of Continuing Education
and Community Services
Bristol Community College
Fall River, Massachusetts 02720

Dear Mr. Desmarais:

Enclosed is a description of the Community Services Committee of our college governance system. This is one way in which we seek the participation of college faculty in community service programs. I hope it is of some interest to you. If I can be of any further help, please do not hesitate to call upon me.

Sincerely,

N. L. Wellsfry, Director
Continuing Education and Community Services

NLW:bs

Enclosure

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GALVESTON COLLEGE 4015 AVENUE Q, GALVESTON, TEXAS 77550

November 5, 1974

Mr. Armand Desmarais
Assistant Dean of Continuing Education
and Community Services
Bristol Community College
Fall River, Massachusetts 02720

Dear Mr. Desmarais:

Regarding your recent inquiry, I would like to inform you that we at Galveston College do not have a participatory structure and therefore cannot contribute to your study. However, I would like to have a copy of the report when it is completed and would appreciate your sending it to me.

Thank you for your interest in Galveston College.

Sincerely,

Bill Litzmann

Bill Litzmann
Director Continuing Education
and Evening Division

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The Commonwealth of Massachusetts
Massachusetts Bay Community College
57 Stanley Avenue, Watertown 02172

TELEPHONE: 926-2800

November 5, 1974

Mr. Armand Desmarais
Assistant Dean of Continuing
Education and Community Services
Bristol Community College
Fall River, Massachusetts 02720

Dear Mr. Desmarais:

Thank you for your letter of October 30, 1974 wherein you asked if our Division of Continuing Education and Community Services had a participatory (shared authority) structure.

This is to advise you that we do not have such a structure.

Thank you for your interest in Massachusetts Bay Community College.

Sincerely,

Samuel N. Roberto
Dean of Continuing Education
and Community Services

SNR:pmp

NORTHWEST COMMUNITY COLLEGE
POWELL, WYOMING 82435

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November 12, 1974

Armand Desmarais, Assistant Dean
Continuing Education and Community
Services
Bristol Community College
Fall River, Massachusetts 02720

Dear Mr. Desmarais:

I am writing in response to your letter of October 3 concerning your request for information pertaining to Continuing Education and Community Services.

Since I have had several requests for information pertaining to our community service efforts, I decided to try and list some of the procedures we use at Northwest Community College. Therefore, I made some multiple copies to send to individuals who inquire about community service programs. It seems there is a move nation-wide for many community colleges to become involved with more than just their college campus classes.

I hope the enclosed information will be of assistance to you. If you have other questions, please do not hesitate to contact me. Good luck with your program.

Sincerely,

NORTHWEST COMMUNITY COLLEGE

Daniel R. Oliver

Daniel R. Oliver, Dean
Occupational-Technical
Education

DRO/lb

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The Commonwealth of Massachusetts
Bristol Community College
Fall River 02720
Telephone: 678 2811

DIVISION OF CONTINUING EDUCATION

October 30, 1974

Dean of Continuing Education
Mid-Michigan Community College
Harrison, Michigan

Dear Dean:

Bristol Community College is presently researching the possibility of designing and implementing a participatory (shared authority) governance structure for its Division of Continuing Education and Community Services. We are very anxious to seek out all pertinent information relating to participatory governance in which students and faculty are involved in the major decision making processes of the Division.

If you have a participatory (shared authority) structure within your division, would you please send along any related literature that you would be willing to share with us.

I look forward to hearing from you and thank you for your cooperation.

Very truly yours,

Armand Desmarais

Armand Desmarais
Assistant Dean of Continuing Education
and Community Services

AD/mo

Dear Armand
We do not have such a design. Enclosed is additional info you may use
Jim Stamp
Div. of Comm. Serv.

BEST COPY AVAILABLE

The Commonwealth of Massachusetts
Bristol Community College
Fall River 02720
Telephone: 678 2811

DIVISION OF CONTINUING EDUCATION

October 30, 1974

Dear Armand
we dont have
such a process.
Best wishes to you in
your study.
Dave Crook

Dean of Continuing Education
Broward Community College
Ft. Lauderdale, Florida

Dear Dean:

Bristol Community College is presently researching the possibility of designing and implementing a participatory (shared authority) governance structure for its Division of Continuing Education and Community Services. We are very anxious to seek out all pertinent information relating to participatory governance in which students and faculty are involved in the major decision making processes of the Division.

If you have a participatory (shared authority) structure within your division, would you please send along any related literature that you would be willing to share with us.

I look forward to hearing from you and thank you for your cooperation.

Very truly yours,

Armand Desmarais

Armand Desmarais
Assistant Dean of Continuing Education
and Community Services

AD/mo

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ALLEN COUNTY COMMUNITY JUNIOR COLLEGE

1801 NORTH COTTONWOOD

IOLA, KANSAS 66749

(316) 365-5116

Office of
Dean of Instruction

November 4, 1974

Armand Desmarais
Assistant Dean of Continuing
Education & Community Services
Bristol Community College
Fall River, MA 02720

Dear Dean Desmarais:

This is in response to your letter of October 30, 1974, concerning faculty and student participation in decision making. Actually, all we have structurally is a faculty advisory committee and a curriculum committee involving faculty, plus a faculty and student representative who attend each Board of Trustees meeting.

I hope this bit of information is of help to you.

Sincerely,

F. L. McBride
Dean

bs

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HARFORD COMMUNITY COLLEGE
401 Thomas Run Road, Bel Air, Maryland 21014 Phone 301-838-1000

November 5, 1974

Mr. Armand Desmarais
Assistant Dean of Continuing Education & Community Services
Bristol Community College
Fall River, Mass. 02720

Dear Dean Desmarais:

As Director of Community Services I am responsible only for noncredit programs of adult education.

My faculty consists of members of the community from all walks of life and are part time only. They do not participate in the governance of the college in any way. They do not share in any major decisions of the Office of Community Services except to recommend courses, to prepare their course syllabus and to teach the course within the guidelines established by the College.

Likewise, the noncredit students do not participate in the College governance structure. But they, along with any member of the community, may and are encouraged to suggest courses for us to offer.

We have quite an extensive noncredit program numbering in the neighborhood of 200 offerings with approximately 3000enrollments each semester. We also conduct the Adult Basic Education for the county and last year serviced over 500 students.

I hope the above information is of assistance to you.

Sincerely yours,

PAUL R. CERAR
Director of Community Services

PRC:an

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Mesa Community College
MARICOPA COUNTY JUNIOR COLLEGE DISTRICT

1833 WEST SOUTHERN AVENUE • MESA, ARIZONA 85201
TELEPHONE 969-5521

OFFICE OF THE DEAN OF CONTINUING EDUCATION

November 5, 1974

Mr. Armand Desmarais
Assistant Dean of Continuing Education
and Community Services
Bristol Community College
Fall River, MA 02720

Dear Mr. Desmarais:

At Mesa Community College, we do not have what I would consider to be a participatory governance structure in our Evening College. Although we have 5,950 evening students, we have only myself and a staff assistant, in the area of Community Services, to administer the evening program.

We do have a participatory Evening Student Government Board under the Dean of Students. I belong to the Mesa Administrative Council which is made up of the six administrators, the Faculty Senate President, the Student Body President, and three faculty coordinators. No evening faculty or students are part of this body.

We are now in the process of separating our Evening College from our Day College, but have not defined definite structures at this time.

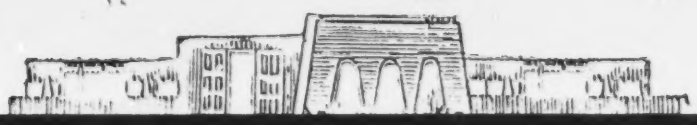
I am sorry that I could not be of more help. Please feel free to contact me again if I can supply any further information.

Sincerely,

R L Worsley

Dr. Roger L. Worsley
Dean of Continuing Education

RLW:lp



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CENTRAL PIEDMONT COMMUNITY COLLEGE
Elizabeth Avenue at Kings Drive/P.O. Box 4009/Charlotte, North Carolina 28204

Telephone Area Code 704/372-2590

November 5, 1974

Mr. Armand Desmarais
Assistant Dean of Continuing Education
and Community Services
The Commonwealth of Massachusetts
Bristol Community College
Fall River, Massachusetts 02720

Dear Mr. Desmarais:

Central Piedmont Community College does not have a department of Community Services as such. These activities are all a part of our Continuing Education Division effort. In this Division we have definite areas--Adult Basic Education, High School Completion, Academic Training and Occupational Extension. We have been considering adding an area of community services with a director functioning as a member of the Continuing Education team.

I am very interested in your approach to this problem. I would appreciate it if you would share your research with me. Seems you have an excellent management approach along with community involvement.

Sorry I cannot be of some help. Thanks.

Sincerely,

Otto A. Lockee, Vice President
Continuing Education Division

OAL:jli

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UNIVERSITY OF KENTUCKY

HAZARD COMMUNITY COLLEGE

HAZARD, KENTUCKY 41701

November 4, 1974

Armand Desmarais
Assistant Dean of Continuing Education
Bristol Community College
Fall River, MA 02720

Dear Mr. Desmarais:

We do not have a participatory structure. It would be desirable, but we don't have the staff to use in the less efficient management structures at this time.

Sincerely,

J. R. Blandau
Coordinator, Continuing Education

JRB:das

UNIVERSITY OF CALIF.
LOS ANGELES

APR 11 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

AN EQUAL OPPORTUNITY INSTITUTION

Philosophy and Guiding Principles of Columbia Junior College

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P. O. Box 1849, Columbia, California 95310

PHILOSOPHY

This community college is dedicated to the worth and dignity of each student. Its primary responsibility is to the goals of the student, his needs, desires, and aspirations.

We believe an effective education teaches that one has a life to live as well as a living to earn. Columbia Junior College will, therefore, involve each student in opportunities for developing his capabilities to become a useful and contributing member of society. This objective will be accomplished through a living, dynamic, and continuing experience in which each individual can confront opportunities to participate actively in the learning process. In effect, education will not happen to him, but with him and by him.

GUIDING PRINCIPLES

1. Each student is a separate and unique individual who shall be accepted as such. It shall be the responsibility of each student and staff member to accept and perpetuate the philosophy of this college.
2. This college shall provide a focus on learning as an individual process that can best be accomplished through active involvement in a setting of reality. It shall be recognized that learning is a logical outgrowth of experiences that are meaningful to each student and not the rote acquisition of a specific body of knowledge.
3. The college shall be characterized by its flexibility in meeting student needs. Every facet of the institution shall expect and promote this quality.
4. This college shall serve the total community. It will provide educational opportunities for all people of post high school age regardless of socioeconomic class, level of aspiration, or previous performance. Thus, this college shall adhere strictly to the open-door policy.
5. This college shall combine the strengths of the various disciplines, so that each will contribute to and support the bases used by students to reach their goals. No single instructional area or individual will be self-sustaining, but only as a component of the student's educational progress.
6. This college shall perceive achievement as a function of individual growth and not of time alone. Progress will not terminate at an artificial barrier, but continue on through the student's goal.
7. This college shall focus on student success. This will be accomplished by preserving an environment where each individual will have maximum freedom of choice. It will afford each student an opportunity to profit from education to the fullest extent of his capabilities.
8. This college shall be responsive to the needs and desires of the total community. Moreover, this responsibility will transgress the artificial boundaries of town, country, or region in providing a meaningful expression of the occupational, intellectual, sociological, and cultural needs of this community.
9. The personnel, functions, and services provided at this college shall be distinguished by their specific ability to meet the needs of students in reaching their particular goals. None shall base its existence upon the sole fact that it is a usual occurrence at a community college.
10. This college shall enable each student to acquire the trait of learning as a lifelong pattern. Learning will be considered a continuous process and not an isolated incident in given time or place.
11. This college shall require that each member of the faculty assume the dual roles of academic advisor in general and specific academic counselor in his discipline. This responsibility shall be apparent in student-faculty relationships and will not be the sole responsibility of Student Services personnel.
12. This college shall be committed to continuous planning, development, and evaluation. It shall seek and expect constant reexamination as a natural process for making appropriate modifications in every phase of its activities.
13. There shall be change with a purpose. Toward this end the college shall seek innovation, support creativity and imagination, while conformity for its own sake will be ignored. It shall consider technological and methodological advances which appear to have promise.
14. The natural and human resources adjacent to and beyond the campus shall be an integral part of the educational program.
15. This college shall encourage student involvement in responsible citizenship.

Adopted by Yosemite Junior College District Board of Trustees — April 18, 1967
[illegible] — March 12, 1971